GACE® Study Companion

Special Education
General Curriculum Assessment

For the most up-to-date information, visit the ETS GACE website at gace.ets.org.
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Welcome to the GACE Study Companion

Get Ready to Show What You Know

You have gained the knowledge and skills you need for your teaching career. Now you are ready to demonstrate your abilities by taking the Georgia Assessments for the Certification of Educators® (GACE®).

Using the GACE Study Companion is a smart way to prepare for the test so you can do your best on test day. The Study Companion can help you stay on track and make the most efficient use of your study time.

The Study Companion contains practical information and helpful tools including:

- An overview of the assessments
- Descriptions of different types of test questions
- Information about scores and how to understand them
- Test-taking tips and strategies
- Frequently asked questions
- Specific information about the assessment you are taking
- Practice questions and explanations of correct answers
- A study plan template
- Additional resources to help you study

So where should you start?

Begin by reviewing the Study Companion in its entirety, paying particular attention to the content specifications in About the Assessment beginning on page 26. The content specifications detail the knowledge and skills to be measured on the assessment. These specifications are aligned with the:

- Common Core Georgia Performance Standards (CCGPS) — these standards are available on the Georgia Department of Education website at [www.doe.k12.ga.us](http://www.doe.k12.ga.us) under Curriculum and Instruction
- Content standards for Georgia’s state-approved educator preparation programs — see Educator Preparation Rules in the Rules section on the Georgia Professional Standards Commission (GaPSC) website at [www.gapsc.com](http://www.gapsc.com)

To identify the areas you may need to study, go through the standards and note the specific areas that you need to review.
Once you have reviewed the Study Companion and the standards, you can create your own personalized study plan and schedule based on your individual needs and how much time you have before test day. Be sure to also seek other resources to strengthen your content knowledge. See the Preparation Resources section of this Study Companion.

Keep in mind that study habits are individual. There are many different ways to successfully prepare for your test. Some people study better on their own, while others prefer a group setting. You may have more energy early in the day, but another test taker may concentrate better in the evening. Use the Study Companion to develop the approach that works best for you.

Your teaching career begins with preparation. Good luck!
Know What to Expect

These questions and answers will give you an overview of the GACE assessments.

Why do I need to take a GACE assessment?

GACE is the educator certification assessment program for the state of Georgia. The purpose of the GACE assessments is to help the Georgia Professional Standards Commission (GaPSC) ensure that candidates have the knowledge and skills needed to perform the job of an educator in Georgia's public schools. Professionals serving in most public schools must hold a valid certificate, appropriate to their field of employment.

Which assessments should I take?

Before you register for an assessment, identify which assessment(s) you need to take. Note that some assessments contain more than one test, and that you will be required to pass all of the tests within an assessment to meet the certification requirements. Educator testing requirements for Georgia are available from the GaPSC website at www.gapsc.com under Educator Assessment.

How do I find out what is covered on the assessment I need to take?

Each Study Companion contains the content specifications for the assessment that detail the knowledge and skills to be covered. These specifications are aligned with the Common Core Georgia Performance Standards and the content standards for Georgia’s state-approved educator preparation programs.

What are the Common Core Georgia Performance Standards (CCGPS)?

The CCGPS is a set of core standards for kindergarten through high school in English language arts, mathematics, and grades 6-12 literacy in science, history, social studies, and technical subjects that have been formally adopted by Georgia and 44 other states, including the District of Columbia (D.C.), and two territories, along with the Department of Defense Education Activity. The CCGPS provide a consistent framework to prepare students for success in college and the 21st century workplace.

What are the content standards for Georgia’s state-approved educator preparation programs?

A set of content standards has been adopted by the GaPSC on which state-approved educator preparation program providers prepare their candidates. These standards are adapted from national content standards.

How are the GACE assessments administered?

All GACE assessments are administered via computer at specially equipped test centers throughout Georgia, in neighboring states, and internationally.

Note: After clicking on a link, right click and select "Previous View" to go back to original text.
Where and when are the GACE assessments offered?

Test dates and test center locations are available on the GACE website at www.gace.ets.org. When you register for a test, you can select the test center that is most convenient for you.

How do I get my scores?

Your scores are available through your ETS GACE testing account on the GACE website at www.gace.ets.org on the score reporting date listed in the Registration Bulletin. Your test results are released to you, the GaPSC, and your program provider, if you have one.
Familiarize Yourself with Test Questions

The GACE assessments include several types of test questions, which can be broken into two categories: **objective items** (for which you select or produce an answer that is scored either correct or incorrect) and **constructed response** (for which you write or record a response of your own that is scored by trained raters based on scoring guidelines). You may be familiar with these question formats from taking other standardized tests. If not, familiarize yourself with them so you don’t spend time during the test figuring out how to answer them.

**Understanding Selected-response Questions**

The majority of the questions in the GACE assessments are selected-response questions. The single-question format presents a direct question or an incomplete statement. This type of question may begin with the phrase “Which of the following . . .” Take a look at this example:

Which of the following is a flavor made from beans?

A.  Strawberry  
B.  Cherry  
C.  Vanilla  
D.  Mint

How would you answer this question?

All of the answer options are flavors. Your job is to decide which of the flavors is the one made from beans.

Try following these steps to select the correct answer.

1) **Limit your answer to one of the options given.** You may know that chocolate and coffee are also flavors made from beans, but they are not listed. Rather than thinking of other possible answers, focus only on the options given (“Which of the following . . .”).

2) **Eliminate incorrect answers.** You may know that strawberry and cherry flavors are made from fruit and that mint flavor is made from a plant. That leaves vanilla as the only possible answer.

3) **Verify your answer.** You can substitute “vanilla” for the phrase “Which of the following” and turn the question into this statement: “Vanilla is a flavor made from beans.” This will help you be sure that your answer is correct. If you’re still uncertain, try substituting the other options to see if they make sense.

You may want to use this technique as you answer selected-response questions on the practice tests.
**Try a more challenging example**

The vanilla bean question is pretty straightforward, but you’ll find that more challenging questions have a similar structure. For example:

Entries in outlines are generally arranged according to which of the following relationships of ideas?

A. Literal and inferential  
B. Concrete and abstract  
C. Linear and recursive  
D. Main and subordinate

You’ll notice that this example also contains the phrase “which of the following.” This phrase helps you determine that your answer will be a “relationship of ideas” from the options provided. You are supposed to find the option that describes how entries, or ideas, in outlines are related.

Sometimes it helps to put the question in your own words. Here, you could paraphrase the question in this way: “How are outlines usually organized?” Since the ideas in outlines usually appear as main ideas and subordinate ideas, the answer is D.

**QUICK TIP ➔** Don’t be intimidated by words you may not understand. It might be easy to be thrown by words like “recursive” or “inferential.” Read carefully to understand the question and look for an answer that fits. An outline is something you are probably familiar with and expect to teach to your students. Remember to slow down, and use what you know.

**Watch out for selected-response questions containing “NOT,” “LEAST,” and “EXCEPT”**

This type of question asks you to select the option that does not fit. You must be very careful because it is easy to forget that you are selecting the negative. This question type is used in situations in which there are several good solutions or ways to approach something, but also a clearly wrong way.

**How to approach questions about graphs, tables, or reading passages**

Some questions include introductory information such as a map, table, graph, or reading passage (often called a stimulus) that provides the information the question asks for. In the case of a map or graph, you might want to read the question first, and then look at the map or graph. In the case of a long reading passage, you might want to read the passage first, make notes about places you think are important, and then review your notes and answer the question.

You may also encounter several questions that relate to a single table, graph, or reading passage. There may also be a group of questions that has an initial stimulus that sets the scene and provides information, with a second stimulus at some later point in the questions that provides more information or a subsequent development.

The important thing is to be sure you answer the questions as they refer to the material presented. Be sure to read each question carefully.
How to approach other objective question formats

New formats for presenting information are developed from time to time. Tests may include audio and video stimulus materials such as a movie clip or some kind of animation, instead of a map or reading passage. Other tests may allow you to zoom in on the details in a graphic or picture. Pay attention to the directions on each screen to be sure you understand how the information is being presented for each question or group of questions.

Tests may also include interactive types of questions. These questions take advantage of technology to assess knowledge and skills that go beyond what can be assessed using standard single-selection selected-response questions. If you see a format you are not familiar with, read the directions carefully. The directions always give clear instructions on how you are expected to respond.

The interactive question types may ask you to respond by:

- **Typing in an entry box.** When the answer is a number, you might be asked to enter a numeric answer or, if the test has an on-screen calculator, you might need to transfer the calculated result from the calculator into the entry box. Some questions may have more than one place to enter a response.

- **Clicking check boxes.** You may be asked to click check boxes instead of an oval when more than one option within a set of answers can be selected.

- **Clicking parts of a graphic.** In some questions, you will choose your answer by clicking on location(s) on a graphic such as a map or chart, as opposed to choosing from a list.

- **Clicking on sentences.** In questions with reading passages, you may be asked to choose your answer by clicking on a sentence or sentences within the reading passage.

- **Dragging and dropping answer options into “targets” on the screen.** You may be asked to choose an answer from a list and drag it into the appropriate location in a table, paragraph of text, or graphic.

- **Selecting options from a drop-down menu.** This type of question will ask you to select the appropriate answer or answers by selecting options from a drop-down menu (e.g., to complete a sentence).

Remember that with every question, you will get clear instructions on how to respond. See the GACE Computer-delivered Testing Demonstration on the GACE website to learn how a GACE test works and see examples of some of the types of questions you may encounter.

**QUICK TIP ➔** Don’t make the questions more difficult than they are. Don’t read for “hidden meanings” or “tricks.” There are no “trick questions” on the GACE assessments. They are intended to be serious, straightforward tests of your knowledge.
Understanding Constructed-response Questions

Constructed-response questions require you to demonstrate your knowledge in a subject area by providing in-depth explanations on particular topics. Essay, problem-solving, and oral-response are types of constructed-response questions.

For example, an essay or oral-response question might present you with a topic and ask you to discuss the extent to which you agree or disagree with the opinion stated. You must support your position with specific reasons and examples from your own experience, observations, or reading.

Take a look at a few sample essay topics:

- “Celebrities have a tremendous influence on the young, and for that reason, they have a responsibility to act as role models.”
- “We are constantly bombarded by advertisements — on television and radio, in newspapers and magazines, on highway signs, and the sides of buses. They have become too pervasive. It’s time to put limits on advertising.”
- “Advances in computer technology have made the classroom unnecessary, since students and teachers are able to communicate with each other from computer terminals at home or at work.”

Keep these things in mind when you respond to a constructed-response question

1) **Answer the question accurately.** Analyze what each part of the question is asking you to do. If the question asks you to describe or discuss, you should provide more than just a list.

2) **Answer the question completely.** If a question asks you to do three distinct things in your response, you should cover all three things for the best score. No matter how well you respond, you will not be awarded full credit if you do not answer the question completely.

3) **Answer the question that is asked.** Do not change the question or challenge the basis of the question. You will receive no credit or a low score if you answer another question or if you state, for example, that there is no possible answer.

4) **Give a thorough and detailed response.** You must demonstrate that you have a thorough understanding of the subject matter. However, your response should be straightforward and not filled with unnecessary information.

5) **If your response is written, reread it.** Check that you have written what you thought you wrote. Be sure not to leave sentences unfinished or omit clarifying information.

**QUICK TIP** ➔ Scratch paper and pencils will be provided at the test center. You may find that it helps to take notes on this scratch paper about each of the details of the question so that you don’t miss any of them. Then you’ll be sure to have all of the information you need to answer the question.

For more detailed information on constructed-response scoring, see *Understanding Your GACE® Scores* in the Scores section of the GACE website at [www.gace.ets.org](http://www.gace.ets.org).
GACE Scores

Of course, passing the GACE assessments is important to you, so you need to understand what those scores mean and what the Georgia state requirements are.

What are the score requirements for Georgia?

Each GACE assessment was developed to measure minimal competency on what is taught in Georgia’s P–12 classrooms. The passing score for all GACE assessments is 220.

How do I know if I passed?

All test results are reported as scaled scores. The scaled score is a combination of the number of scored questions you answer correctly on the selected-response section of the test and the scores you receive on any constructed-response assignments, converted to a scale from 100 to 300, with a score of 220 representing the passing score.

IMPORTANT NOTE: For assessments composed of more than one test, you must pass all tests for that assessment to meet the certification requirements.

What Your GACE Scores Mean

You received your score report. Now what does it mean? It’s important to interpret your score report correctly and to know what to do if you have questions about your scores.

Visit the Scores section of the GACE website to see a sample score report and to access Understanding Your GACE® Scores, a document that provides additional information on how to read your score report.

Put your scores in perspective

Your score report indicates:

- the date of the test administration
- your scaled score
- pass/not pass determination
- number of scored questions
- number of questions answered correctly
- number of scored questions in each subarea
- number of questions answered correctly in each subarea
- points possible for constructed-response questions (if your test includes a constructed-response section)
- points earned for constructed-response questions

Note: After clicking on a link, right click and select "Previous View" to go back to original text.
If an assessment consists of more than one test, the following data will be provided if you have ever taken any of the other tests:

- highest score to date on the test (status, scaled score, and date taken)
- passing status based on the highest scaled score for each of the tests

If you have previously taken the same assessment or other assessments, your score report will also list the highest score you earned on each assessment.

**Score scale changes**

ETS updates GACE assessments on a regular basis to ensure they accurately measure the knowledge and skills that are required for certification. Updated assessments cover the same content as the previous assessments. However, scores might be reported on a different scale, so requirements may vary between the new and previous versions. All scores for previous, discontinued assessments are valid and reportable for 50 years.

*Understanding Your GACE® Scores*, found in the Scores section of the GACE website at [www.gace.ets.org](http://www.gace.ets.org), will help you interpret your scores.
Determine Your Strategy for Success

Effective test preparation doesn’t just happen. You’ll want to set clear goals and deadlines for yourself along the way. Otherwise, you may not feel ready and confident on test day.

1) Learn what the assessment covers

You may have heard that there are several different versions of the same test. It’s true. You may take one version of the test and your friend may take a different version. Each test has different questions covering the same subject area, but both versions of the test measure the same skills and content knowledge.

You’ll find specific information on the test you’re taking in the About the Assessment section of each Study Companion, which outlines the content areas that the test measures and what percentage of the test covers each area. Visit the GACE website at www.gace.ets.org for information on other GACE assessments.

2) Assess how well you know the content

Research shows that test takers tend to overestimate their preparedness — this is why some test takers assume they did well and then are surprised to find out they did not pass.

The GACE assessments are demanding enough to require serious review of likely content, and the longer you’ve been away from the content the more preparation you will most likely need. If it has been longer than a few months since you’ve studied your content area, make a concerted effort to prepare.

3) Collect study materials

Gathering and organizing your materials for review are critical steps in preparing for the GACE assessments. Consider the following reference sources as you plan your study:

- Did you take a course in which the content area was covered?
- Do you still have your books or your notes?
- Does your college library have a good introductory college-level textbook in this area?
- Does your local library have a high school-level textbook?

Study Companions are available for all GACE assessments in the Test Prep section of the GACE website at www.gace.ets.org. Each Study Companion provides a combination of test preparation and practice, including sample questions and answers with explanations.

4) Plan and organize your time

You can begin to plan and organize your time while you are still collecting materials. Allow yourself plenty of review time to avoid cramming new material at the end. Here are a few tips:

- Choose a test date far enough in the future to leave you plenty of preparation time. See information on test dates on the GACE website at www.gace.ets.org.
- Work backward from that date to figure out how much time you will need for review.
- Set a realistic schedule — and stick to it.

Note: After clicking on a link, right click and select "Previous View" to go back to original text.
5) Practice explaining the key concepts

Those GACE assessments with constructed-response questions assess your ability to explain material effectively. As a teacher, you’ll need to be able to explain concepts and processes to students in a clear, understandable way. What are the major concepts you will be required to teach? Can you explain them in your own words accurately, completely, and clearly? Practice explaining these concepts to test your ability to effectively explain what you know.

6) Understand how questions will be scored

Scoring information can be found in the Scores section of the GACE website at www.gace.ets.org.

7) Develop a study plan

A study plan provides a roadmap to prepare for the GACE assessments. It can help you understand what skills and knowledge are covered on the test and where to focus your attention. Use the blank study plan template in the back of this Study Companion to organize your efforts.

And most importantly — get started!

Would a Study Group Work for You?

Using this Study Companion as part of a study group

People who have a lot of studying to do sometimes find it helpful to form a study group with others who are working toward the same goal. Study groups give members opportunities to ask questions and get detailed answers. In a group, some members usually have a better understanding of certain topics, while others in the group may be better at other topics. As members take turns explaining concepts to each other, everyone builds self-confidence.

If the group encounters a question that none of the members can answer well, the group can go to a teacher or other expert and get answers efficiently. Because study groups schedule regular meetings, members study in a more disciplined fashion. They also gain emotional support. The group should be large enough so that various people can contribute various kinds of knowledge, but small enough so that it stays focused. Often, three to six members is a good size.

Here are some ways to use this Study Companion as part of a study group:

- **Plan the group’s study program.** Parts of the study plan template can help to structure your group’s study program. By filling out the first five columns and sharing the worksheets, everyone will learn more about your group’s mix of abilities and about the resources, such as textbooks, that members can share with the group. In the sixth column (“Date planned to study this content”), you can create an overall schedule for your group’s study program.

- **Plan individual group sessions.** At the end of each session, the group should decide what specific topics will be covered at the next meeting and who will present each topic. Use the content subareas and objectives in the About the Assessment section to select topics, and then select practice questions.
• Prepare your presentation for the group. When it’s your turn to present, prepare something that is more than a lecture. Write two or three original questions to pose to the group. Practicing writing actual questions can help you better understand the topics covered on the test as well as the types of questions you will encounter on the test. It will also give other members of the group extra practice at answering questions.

• Take a practice test together. The idea of a practice test is to simulate an actual administration of the test, so scheduling a test session with the group will add to the realism and may also help boost everyone’s confidence. Remember, if you take a practice test, allow only the time that will be allotted for that test on your administration day. You can use the questions in this Study Companion for your practice test.

• Learn from the results of the practice test. Check each other’s answers. An answer key for the selected-response questions with explanations for the answers is included in this Study Companion. If your test includes constructed-response questions, look at the constructed-response sample questions, which contain sample responses to those types of questions and shows how they were scored. Then try to follow the same guidelines that the test raters use.
  – Be as critical as you can. You’re not doing your study partner a favor by letting him or her get away with an answer that does not cover all parts of the question adequately.
  – Be specific. Write comments that are as detailed as the comments about the sample responses. Indicate where and how your study partner is doing an inadequate job of answering the question. Writing notes for your study partner may also help.
  – Be supportive. Include comments that point out what your study partner got right and that therefore earned them points.

Then plan one or more study sessions based on aspects of the questions on which group members did not perform well. For example, each group member might be responsible for rewriting one paragraph of a response in which someone else did an inadequate job.

Whether you decide to study alone or with a group, remember that the best way to prepare is to have an organized plan. The plan you follow should set goals based on specific topics and skills that you need to learn, and it should commit you to a realistic set of deadlines for meeting these goals. Then you need to discipline yourself to stick with your plan and accomplish your goals on schedule.
Develop Your Study Plan

Developing a study plan helps you prepare for the GACE assessments. A blank study plan worksheet is available in the back of this Study Companion. You can use this worksheet to:

1. **Define Content Areas**: List the most important content areas for your test as defined in About the Assessment beginning on page 26.

2. **Determine Strengths and Weaknesses**: Identify where you have thorough understanding and where you need additional study in each content area.

3. **Identify Resources**: Identify the books, courses, and other resources you plan to use to study for each content area.

4. **Study**: Create and commit to a schedule that provides for regular study periods.

Below is an example of a completed study plan that may help you get started with your own.

**GACE Test Name:** Reading  
**GACE Test Code:** 117  
**I am taking the test on:** October 25, 2014

<table>
<thead>
<tr>
<th>Literal Comprehension</th>
<th>Content covered</th>
<th>Description of content</th>
<th>How well do I know the content? (scale 1–5)</th>
<th>What resources do I have/need for studying this content?</th>
<th>Where can I find the resources I need?</th>
<th>Date planned to study this content</th>
<th>Date completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Ideas</td>
<td>Identify summaries or paraphrases of main idea or primary purpose of reading section</td>
<td>2</td>
<td>Middle school English text book</td>
<td>College library, middle school teacher</td>
<td>9/15/14 9/15/14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supporting Ideas</td>
<td>Identify summaries or paraphrases of supporting ideas and specific details in reading selection</td>
<td>2</td>
<td>Middle school English text book</td>
<td>College library, middle school teacher</td>
<td>9/17/14 9/17/14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organization</td>
<td>Identify how reading selection is organized in terms of cause/effect and compare/contrast</td>
<td>3</td>
<td>Middle and high school English text book</td>
<td>College library, middle and high school teachers</td>
<td>9/20/14 9/21/14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organization</td>
<td>Identify key transition words/phrases in reading selection and how used</td>
<td>4</td>
<td>Middle and high school English text book</td>
<td>College library, middle and high school teachers</td>
<td>9/25/14 9/26/14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocabulary in Context</td>
<td>Identify meanings of words as used in context of reading selection</td>
<td>3</td>
<td>Middle and high school English text book, dictionary</td>
<td>College library, middle and high school teachers</td>
<td>9/25/14 9/27/14</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Note:** After clicking on a link, right click and select "Previous View" to go back to original text.
## Critical and Inferential Comprehension

<table>
<thead>
<tr>
<th>Content covered</th>
<th>Description of content</th>
<th>How well do I know the content? (scale 1–5)</th>
<th>What resources do I have/need for studying this content?</th>
<th>Where can I find the resources I need?</th>
<th>Date planned to study this content</th>
<th>Date completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation</td>
<td>Determine whether evidence strengthens, weakens, or is relevant to arguments in reading selection</td>
<td>5</td>
<td>High school text book, college course notes</td>
<td>College library, course notes, high school teacher, college professor</td>
<td>10/1/14</td>
<td>10/1/14</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Determine role that an idea, reference, or piece of information plays in author’s discussion/argument</td>
<td>5</td>
<td>High school text book, college course notes</td>
<td>College library, course notes, high school teacher, college professor</td>
<td>10/1/14</td>
<td>10/1/14</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Determine if information presented is fact or opinion</td>
<td>4</td>
<td>High school text book, college course notes</td>
<td>College library, course notes, high school teacher, college professor</td>
<td>10/1/14</td>
<td>10/1/14</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Identify relationship among ideas presented in reading selection</td>
<td>2</td>
<td>High school text book, college course notes</td>
<td>College library, course notes, high school teacher, college professor</td>
<td>10/1/14</td>
<td>10/1/14</td>
</tr>
<tr>
<td>Inferential Reasoning</td>
<td>Determine logical assumptions on which argument or conclusion is based</td>
<td>3</td>
<td>High school text book, college course notes</td>
<td>College library, middle and high school teachers</td>
<td>10/8/14</td>
<td>10/8/14</td>
</tr>
<tr>
<td>Inferential Reasoning</td>
<td>Determine author’s attitude toward materials discussed in reading selection</td>
<td>2</td>
<td>High school text book, college course notes</td>
<td>College library, middle and high school teachers</td>
<td>10/8/14</td>
<td>10/8/14</td>
</tr>
<tr>
<td>Inferential Reasoning</td>
<td>Determine author’s attitude toward materials discussed in reading selection</td>
<td>1</td>
<td>High school text book, college course notes</td>
<td>College library, middle and high school teachers</td>
<td>10/17/14</td>
<td>10/18/14</td>
</tr>
<tr>
<td>Generalization</td>
<td>Recognize or predict ideas/situations that are extensions of, or similar to, what has been presented in reading selection</td>
<td>2</td>
<td>High school text book, college course notes</td>
<td>College library, middle and high school teachers</td>
<td>10/17/14</td>
<td>10/18/14</td>
</tr>
<tr>
<td>Generalization</td>
<td>Draw conclusions from materials presented in reading selection</td>
<td>3</td>
<td>High school text book, college course notes</td>
<td>College library, middle and high school teachers</td>
<td>10/23/14</td>
<td>10/23/14</td>
</tr>
<tr>
<td>Generalization</td>
<td>Apply ideas presented in a reading selection to other situations</td>
<td>3</td>
<td>High school text book, college course notes</td>
<td>College library, middle and high school teachers</td>
<td>10/23/14</td>
<td>10/23/14</td>
</tr>
</tbody>
</table>

**Note:** After clicking on a link, right click and select "Previous View" to go back to original text.
Review Smart Tips for Success

Learn from the experts. Take advantage of these answers to questions you may have and practical tips to help you navigate the GACE assessment and make the best use of your time.

Should I guess?
Yes. Your score is based on the number of questions you answer correctly, with no penalty or subtraction for an incorrect answer. When you don’t know the answer to a question, try to eliminate any obviously wrong answers and then guess at the correct one. Try to pace yourself so that you have enough time to carefully consider every question.

Can I answer the questions in any order?
Yes. You can go through the questions from beginning to end, as many test takers do, or you can create your own path. Perhaps you will want to answer questions in your strongest area of knowledge first and then move from your strengths to your weaker areas. You can use the “Mark” function to note a question you want to come back to later. There is no right or wrong way; use the approach that works best for you.

Are there trick questions on the test?
No. There are no hidden meanings or trick wording. All of the questions on the test ask about subject matter knowledge in a straightforward manner.

Are there answer patterns on the test?
No. You might have heard this myth: The answers on selected-response tests follow patterns. Another myth is that there will never be more than two questions with the same lettered answer following each other. Neither myth is true. Select the answer you think is correct based on your knowledge of the subject.

Can I write on the scratch paper I am given?
Yes. You can work out problems on the scratch paper provided to you by the test administrator, make notes to yourself, or write anything at all. You may use your scratch paper in any way that is useful to you, but be sure to enter your final answers on the computer. Your scratch paper will be destroyed after you are finished with the assessment.

Smart Tips for Taking the Test

1. **Skip the questions you find extremely difficult.** Rather than trying to answer these on your first pass through the test, leave them blank and mark them. Pay attention to the time as you answer the rest of the questions on the test, and try to finish with 10 or 15 minutes remaining so that you can go back over the questions you left blank. Even if you don’t know the answer the second time you read the questions, see if you can narrow down the possible answers, and then guess.

2. **Keep track of the time.** Keep an eye on the timer located in the upper right-hand corner of the computer screen, and be aware of how much time you have left to complete your test. You will probably have plenty of time to answer all of the questions, but if you find yourself becoming stuck on one question, you might decide to move on and return to that question later.
3. **Read all of the possible answers before selecting one.** Then, reread the question to be sure the answer you have selected really answers the question. Remember, a question that contains a phrase such as “Which of the following does NOT ...” is asking for the one answer that is NOT a correct statement or conclusion.

4. **Check your answers.** If you have extra time left over at the end of the test, look over each question and make sure that you have answered it as you intended. Many test takers make careless mistakes that they could have corrected if they had checked their answers.

5. **Don’t worry about your score when you are taking the test.** No one is expected to answer all of the questions correctly. Your score on this test is not analogous to your score on other similar-looking (but in fact very different!) tests. It doesn’t matter on the GACE assessments whether you score very high or barely pass. If you meet the minimum passing scores along with any other requirements for obtaining teaching certification, you will receive a license. In other words, what matters is meeting the minimum passing score.

6. **Use your energy to take the test, not to get angry at it.** Getting angry at the test only increases stress and decreases the likelihood that you will do your best. Highly qualified educators and test development professionals, all with backgrounds in teaching and educational leadership, worked diligently to make the test a fair and valid measure of your knowledge and skills. The best thing to do is concentrate on answering the questions.
Check on Testing Accommodations

What if I have a disability or health-related need?

If you have a disability or health-related need, you may wish to apply for testing accommodations. ETS is committed to serving test takers with disabilities or health-related needs by providing services and accommodations that are reasonable and appropriate given the purpose of the test. Testing accommodations are available for test takers with disabilities or health-related needs who meet ETS requirements. If you are requesting testing accommodations, you must register by mail or fax through ETS Disability Services and have your accommodations approved before you register to test.

The 2013–14 Bulletin Supplement for Test Takers with Disabilities or Health-related Needs for GACE® assessments contains contact information, procedures for requesting testing accommodations, and registration forms. The Supplement should be used in conjunction with the information in the GACE Registration Bulletin. The Supplement and the Registration Bulletin can both be downloaded free of charge from the Testing Accommodations section of the GACE website at www.gace.ets.org.

Disability documentation policy statements and forms are available through the ETS website at www.ets.org/disabilities/documentation. You should also see Tips for Test Takers with Disabilities at www.ets.org/disabilities/tips.
Do Your Best on Test Day

You followed your study plan. You are ready for the test. Now it’s time to prepare for test day.

Plan to end your review a day or two before the actual test date so you avoid cramming. Take a dry run to the test center so you’re sure of the route, traffic conditions, and parking. Most of all, you want to eliminate any unexpected factors that could distract you from your ultimate goal — passing the GACE assessment!

On the day of the test, you should:

• be well-rested
• wear comfortable clothes and dress in layers
• eat before you take the test to keep your energy level up
• bring valid and acceptable identification with you that contains your name, signature, and photograph
• be prepared to stand in line to check in or to wait while other test takers check in
• select a seat away from doors, aisles, and other high-traffic areas

You can’t control the testing situation, but you can control yourself. Stay calm. Test administrators are well trained and make every effort to provide uniform testing conditions, but don’t let it bother you if the test doesn’t start exactly on time. You will be given the necessary amount of time once it does start.

You can think of preparing for this test as training for an athletic event. Once you’ve trained, prepared, and rested, give it everything you’ve got.

What items am I restricted from bringing into the test center?

You may not bring personal items into the test center such as:

• cell phones, smartphones (e.g., Android™, BlackBerry®, iPhone®), tablets, PDAs, and other electronic, listening, recording, or photographic devices
• handbags, knapsacks, or briefcases
• food or snacks of any kind
• water bottles or canned or bottled beverages
• study materials, books, or notes
• pens, pencils, and scratch paper (the test administrator will provide pencils and scratch paper)
• tobacco
• weapons of any kind

NOTE: All cell phones, smartphones, tablets, PDAs, and other electronic, listening, recording, or photographic devices are strictly prohibited at the test center. If you are found to be in
possession of any of these devices before, during, or after the test administration, your device may be inspected and/or confiscated, and you will be dismissed from the test. Your test scores will be canceled, and you will forfeit your test fees. For more information on what you can bring to the test center, visit the On Test Day section of the GACE website at www.gace.ets.org.

Are You Ready?
Review this list to determine if you’re ready to take your assessment.

- Do you know the Georgia testing requirements for your teaching field?
- Have you followed all of the test registration procedures?
- Do you know the topics that will be covered in each assessment you plan to take?
- Have you reviewed any textbooks, class notes, and course readings that relate to the topics covered?
- Do you know how long the assessment will take and the number of questions it contains?
- Have you considered how you will pace your work?
- Are you familiar with the types of questions that you may encounter during your assessment?
- Are you familiar with the recommended test-taking strategies?
- Have you practiced by working through the practice questions in the Study Companion?
- If constructed-response questions are part of your test, do you understand the scoring criteria for these items?
- If you are repeating a GACE assessment, have you analyzed your previous score report to determine areas where additional study and test preparation could be useful?

If you answered “yes” to the questions above, your preparation has paid off. Now take the GACE assessment, do your best, pass it — and begin your teaching career!
Other Questions You May Have

Here is some supplemental information that can give you a better understanding of the GACE assessments.

What is the purpose of the GACE assessments?

The purpose of the GACE assessments is to assure that candidates have the knowledge and skills needed to perform the job of an educator in Georgia public schools. The GACE assessments are aligned with state and national standards for educator preparation and with state standards for the P–12 student curriculum — the Common Core Georgia Performance Standards (CCGPS) — and the content standards for Georgia’s state-approved educator preparation programs. In other words, each GACE assessment was developed by Georgia educators to measure competency on what is taught in Georgia’s P-12 classrooms.

Who developed the GACE assessments?

Each GACE assessment was developed with diverse representation of Georgia educators from across the state, including the participation of committees of Georgia educators, educator preparation faculty, and other content and assessment specialists. This included individuals from school systems, local schools, institutions of higher education (public and private), and other stakeholders.

What do the GACE assessments measure?

Each GACE assessment consists of one or more tests designed to assess a candidate’s knowledge and skills as required by the guidelines for Georgia educator certification.

Do some GACE assessments have more than one test?

Yes. Some GACE assessments do consist of more than one test. You may take each individual test at separate administrations, or for assessments that offer a combined test format, you may take the combined version at one administration. You must pass all tests within an assessment to achieve certification.

What is certification?

Certification in any area — medicine, law, architecture, accounting, cosmetology, or education — is an assurance to the public that the person holding the certification possesses sufficient knowledge and skills to perform important occupational activities safely and effectively. In the case of teacher certification, a certification tells the public that the individual has met predefined competency standards for beginning teaching practice.

Because certification makes such a serious claim about its holder, certification tests are usually quite demanding. In some fields, certification tests have more than one part and last for more than one day. Candidates for certification in all fields plan intensive study as part of their professional preparation. Some join study groups, while others study alone. Preparing to take a certification test is, in all cases, a professional activity. Because it assesses the entire body of knowledge for the field you are entering, preparing for a certification exam takes planning, discipline, and sustained effort.

Note: After clicking on a link, right click and select "Previous View" to go back to original text.
How are the assessments updated to ensure the content remains current?

GACE assessments are reviewed regularly. During the first phase of review, ETS conducts an analysis of relevant state and association standards and of the current test content. State certification areas and the results of any relevant job analysis are also considered. If these reviews indicate that the test content needs to be updated, a state advisory committee is convened to develop revised test content specifications. New test questions are then produced following the standard test development methodology.

How long will it take to receive my scores?

Unofficial scores for tests that contain only selected-response questions can be viewed at the conclusion of the test. Official scores for these tests are reported approximately two to three weeks after the test date.

Score reporting dates for tests that include a constructed-response section can be found in the Scores section of the GACE website at www.gace.ets.org and in the Registration Bulletin.

Can I access my scores online?

Viewing your scores is easy — simply log in to your ETS GACE testing account on the GACE website at www.gace.ets.org and click on your score report.
About the Assessment

<table>
<thead>
<tr>
<th>Assessment Name</th>
<th>Special Education General Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Level</td>
<td>P–12</td>
</tr>
<tr>
<td>Test Code</td>
<td>Test I: 081</td>
</tr>
<tr>
<td></td>
<td>Test II: 082</td>
</tr>
<tr>
<td></td>
<td>Combined Test I and Test II: 581</td>
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<td>Testing Time</td>
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</tr>
<tr>
<td></td>
<td>Test II: 2 hours</td>
</tr>
<tr>
<td></td>
<td>Combined Test I and Test II: 4 hours</td>
</tr>
<tr>
<td>Test Duration</td>
<td>Test I: 2.5 hours</td>
</tr>
<tr>
<td></td>
<td>Test II: 2.5 hours</td>
</tr>
<tr>
<td></td>
<td>Combined Test I and Test II: 5 hours</td>
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<td>Number of Selected-response Questions</td>
<td>Test I: 65</td>
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<tr>
<td></td>
<td>Test II: 65</td>
</tr>
<tr>
<td></td>
<td>Combined Test I and Test II: 130</td>
</tr>
<tr>
<td>Number of Constructed-response Questions</td>
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</tr>
<tr>
<td></td>
<td>Test II: 0</td>
</tr>
<tr>
<td></td>
<td>Combined Test I and Test II: 0</td>
</tr>
<tr>
<td>Test Format</td>
<td>Computer delivered</td>
</tr>
</tbody>
</table>

The GACE Special Education General Curriculum assessment is designed to measure the professional knowledge of prospective teachers of general Special Education curriculum in the state of Georgia.

The fifth edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM-5) was published in May 2013 with revisions to the criteria for the diagnosis and classifications of mental disorders. In the interest of fairness, and to allow time for educator preparation programs to integrate such changes into their curricula, test materials for this assessment will continue to reference the terminology, criteria, and classifications referred to in the fourth edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV-TR) until further notice.

This assessment includes two tests. You may take either test individually or the full assessment in a single session. The testing time is the amount of time you will have to answer the questions on the test. Test duration includes time for tutorials and directional screens that may be included in the test. The questions in this assessment assess both basic knowledge across content areas and the ability to apply principles.

The total number of questions that are scored is typically smaller than the total number of questions on the test. Most tests that contain selected-response questions also include embedded pretest questions, which are not used in calculating your score. By including pretest questions in the assessment, ETS is able to analyze actual test-taker performance on proposed new questions and determine whether they should be included in future versions of the test.

Note: After clicking on a link, right click and select "Previous View" to go back to original text.
Content Specifications

Each test in this assessment is organized into content subareas. Each subarea is further defined by a set of objectives and their knowledge statements.

- The objectives broadly define what an entry-level educator in this field in Georgia public schools should know and be able to do.
- The knowledge statements describe in greater detail the knowledge and skills eligible for testing.
- Some tests also include content material at the evidence level. This content serves as descriptors of what each knowledge statement encompasses.

The following is a breakdown of the subareas and objectives for the tests in this assessment.
## Test I Subareas

<table>
<thead>
<tr>
<th>Subarea</th>
<th>Approx. Percentage of Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>II. Planning the Learning Environment and Social Interactions</td>
<td>52%</td>
</tr>
<tr>
<td>III. Instruction</td>
<td>48%</td>
</tr>
</tbody>
</table>

**Note:** The subarea numbering in this study companion is not sequential. This is intentional and reflects the order that the subareas appear on the score report.

## Test I Objectives

### Subarea II: Planning the Learning Environment and Social Interaction

*Objective 1: Understands and applies knowledge of curriculum development and lesson planning*

The beginning Special Education General Curriculum teacher:

- A. Understands the characteristics of lesson plans
- B. Knows the elements of lesson plans
- C. Develops learning objectives that are measurable and appropriate
- D. Knows the means of providing access to the curriculum
- E. Knows how to organize the learning environment

*Objective 2: Understands and applies knowledge of how to organize, manage, and monitor the learning environment*

The beginning Special Education General Curriculum teacher:

- A. Understands theory and practice of effective classroom management
- B. Knows how to design and maintain a safe and supportive classroom environment that promotes student achievement
- C. Knows basic health, nutrition, and safety management procedures for students
Subarea III: Instruction

Objective 1: Understands and applies knowledge of effective teaching strategies and techniques and uses of technology

The beginning Special Education General Curriculum teacher:

A. Knows and understands instructional strategies and techniques
B. Recognizes grouping formats that promote individual academic success
C. Implements strategies to facilitate the maintenance and generalization of concepts learned across settings, considering students’ ages and abilities
D. Implements strategies to facilitate the generalization of concepts learned across curricula, considering students’ ages and abilities
E. Selects and implements research-based interventions for individual students
F. Uses resources to select and implement research-based interventions
G. Knows how to select, develop, and evaluate developmentally and functionally appropriate materials, equipment, and environments
H. Knows how to use technology to support instruction
I. Demonstrates knowledge of transitions and transition planning
Test II Subareas

<table>
<thead>
<tr>
<th>Subarea</th>
<th>Approx. Percentage of Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Development and Characteristics of Learners</td>
<td>38%</td>
</tr>
<tr>
<td>IV. Assessment</td>
<td>30%</td>
</tr>
<tr>
<td>V. Foundations and Professional Responsibilities</td>
<td>32%</td>
</tr>
</tbody>
</table>

**Note:** The subarea numbering in this study companion is not sequential. This is intentional and reflects the order that the subareas appear on the score report.

**Test II Objectives**

**Subarea I: Development and Characteristics of Learners**

**Objective 1:** Understands human development and applies knowledge to needs of and influences on learners with disabilities

The beginning Special Education General Curriculum teacher:

A. Understands human development and behavior; e.g., cognitive, language, social/emotional, psychological, academic, physical development

B. Identifies stages of human development and behavior

C. Understands and differentiates among theoretical approaches to student learning and motivation

D. Identifies the basic characteristics and defining factors for each of the major disability categories under which individuals age three through 21 may be eligible for services under the Individuals with Disabilities Education Act (IDEA)

E. Understands the impact of disabilities on individuals, families, and society across the life span

F. Understands how language, cultural, and gender differences can affect the identification process

G. Understands co-occurring conditions

H. Recognizes how family systems and the role of families contribute to the development of an individual with a disability

I. Demonstrates what influences may have an effect on the development and achievement of an individual with a disability

**Note:** After clicking on a link, right click and select "Previous View" to go back to original text.
Subarea IV: Assessment

Objective 1: Understands definitions and types of assessments and applies knowledge to interpretation and uses of data

The beginning Special Education General Curriculum teacher:

A. Recognizes assessments that are effective and appropriate
B. Knows the definitions and uses of various assessments
C. Interprets a variety of assessment data
D. Understands and uses the results of assessments

Subarea V: Foundations and Professional Responsibilities

Objective 1: Understands legal definitions and requirements and uses knowledge of the law to ensure rights of stakeholders

The beginning Special Education General Curriculum teacher:

A. Knows federal definitions
B. Knows federal requirements for the referral and identification process
C. Knows federal safeguards of the rights of stakeholders (parents, local education agency [LEA], students, teachers, related service providers)
D. Knows the components of a legally defensible Individualized Education Program (IEP)
E. Knows major legislation that affects the field of special education

Objective 2: Understands the professional roles of teachers and others and develops ways to collaborate and communicate

The beginning Special Education General Curriculum teacher:

A. Understands the roles and responsibilities of the special education teacher
B. Understands the roles and responsibilities of other professionals and those who deliver related services
C. Understands strengths and limitations of various collaborative approaches within the general classroom and the special education classroom
D. Communicates to stakeholders the progress of students, using language and terms the stakeholders will likely understand
F. Identifies potential bias that may impact teaching and interactions with students and their families
Approaches to Answering Selected-response Questions

The purpose of this section is to describe selected-response question formats that you will typically see on the GACE assessments and to suggest possible ways to approach thinking about and answering them. These approaches are intended to supplement and complement familiar test-taking strategies with which you may already be comfortable and that work for you. Fundamentally, the most important component in ensuring your success is familiarity with the content that is covered on the assessment. This content has been carefully selected to align with the knowledge required to begin a career as a teacher in the state of Georgia.

The questions on this assessment are designed to assess your knowledge of the content described in the subareas and objectives in each test. In most cases, you are expected to demonstrate more than just your ability to recall factual information. You may be asked to think critically about the information, to analyze it, to compare it with other knowledge you have, or to make a judgment about it.

The questions on this assessment are all selected-response questions. When you are ready to respond, you must choose one of the answer options listed. You may also encounter some questions that use alternate response types; e.g., questions that require you to select multiple options, enter a numeric answer into a text box, or drag-and-drop options. Be sure to read the directions carefully to ensure that you know what is required for each test question. Leave no questions unanswered. Questions for which you mark no answer are counted as incorrect. Your score will be determined by the number of questions for which you select the correct answer.
Question Formats

You may see the following types of questions on the test:

- Single Questions
- Clustered Questions

On the following pages, you will find descriptions of these commonly used question formats, along with suggested approaches for responding to each type.

Single Questions

The single-question format presents a direct question or an incomplete statement. It can also include a reading passage, a graphic, a table, or a combination of these features. The answer options appear below the question.

The following question is an example of the single-question format.

Example

Which of the following is the most important consideration for students and teachers with regard to students’ use of the Internet as a research tool?

A. The name of a website does not always give a clear indication of the contents of the site.
B. The rapid expansion of the Internet makes it difficult to obtain the very latest information on a given topic.
C. Different search engines use different formulas for matching websites to search strings.
D. Much of the information on the Internet has not been reviewed and verified by experts in relevant fields.

Suggested Approach

Read the question carefully and critically. Think about what the question is asking and the situation it is describing. Eliminate any obviously wrong answers, select the correct answer choice, and mark your answer.

The question in the example above addresses students’ use of the Internet as a research tool. Since there are few controls over what information may be posted on the Internet and by whom, information obtained through this medium cannot be assumed to be accurate. Therefore, students who are using the Internet as a research tool must be made aware of the importance of consulting sources that have been reviewed by experts to verify the accuracy of any information obtained. Therefore, **option D is the single best answer.**
With regard to the other responses, it is true that the name of a website may not accurately represent the information it presents (option A), and it is also true that search engines use different formulas for matching websites to search strings (option C). While these issues may affect the ease of locating information, they are not relevant to the more critical issue of accuracy. With regard to option B, the question of whether students have located the very latest information, which may or may not be substantiated, is less important than whether they have consulted a variety of up-to-date, accurate resources in a variety of media.

**Clustered Questions**

Clustered questions are made up of a stimulus and two or more questions relating to the stimulus. The stimulus material may be a reading passage, a sample of student work, a description of a student and/or program, a graphic, a table, or any other information needed to answer the questions that follow.

You can use several different approaches to respond to clustered questions. Some commonly used strategies are listed below.

**Strategy 1**  
Skim the stimulus material to understand its purpose, its arrangement, and/or its content. Then read the questions and refer again to the stimulus material to obtain the specific information you need to answer the questions.

**Strategy 2**  
Read the questions before considering the stimulus material. The theory behind this strategy is that the content of the questions will help you identify the purpose of the stimulus material and locate the information you need to answer the questions.

**Strategy 3**  
Use a combination of both strategies. Apply the “read the stimulus first” strategy with shorter, more familiar stimuli and the “read the questions first” strategy with longer, more complex, or less familiar stimuli. You can experiment with the sample questions in this Study Companion and then use the strategy with which you are most comfortable when you take the actual test.

Regardless of which strategy you choose, you should read the stimulus carefully and critically. You may want to note its important points to help you answer the questions.

As you consider questions set in educational contexts, try to enter into the identified teacher’s frame of mind and use that teacher’s point of view to answer the questions that accompany the stimulus. Be sure to consider the questions only in terms of the information provided in the stimulus — not in terms of your own experiences or individuals you may have known.

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**Note:** After clicking on a link, right click and select "Previous View" to go back to original text.
Example

First read the stimulus (a description of a class activity planned by a teacher).

Use the information below to answer the questions that follow.

A science teacher and a computer teacher work with the same group of eighth graders. The teachers will be addressing some related content with these students, so they agree to create an interdisciplinary unit with coordinated instruction between the two classes.

Now you are prepared to address the first of the two questions associated with this stimulus.

1. The teachers begin planning the interdisciplinary unit by deciding on student learning goals that both teachers will emphasize in their classrooms. Before beginning the unit, the teachers should answer which of the following questions to ensure the unit is as effective and well coordinated as possible?

A. How should the topic coverage be sequenced and paced during the unit?
B. How much time should be devoted to individual, small-group, and whole-class instruction during the unit?
C. What methods should be communicated with parents about learning expectations?
D. What presentation methods and teaching styles should be used during the unit?

Suggested Approach

Read the question carefully and critically. Think about the question that is being asked. Eliminate any obviously wrong answers, select the correct answer choice, and mark your answer.

This question tests understanding of effective collaborative practices. The teachers have agreed on their learning goals for students. Now they need to agree on the sequence and pace of instruction (option A) so that students will be able to build on previously presented content as new content is taught. Students will be much more likely to understand the topic of any given lesson if they are able to fit the new information into a framework of existing knowledge. Therefore, option A is the single best answer.

None of the other responses addresses ways to coordinate instruction effectively. Once the teachers have agreed on student learning goals and on the sequence and pace of topic coverage, students will be able to benefit from instruction whether or not the teachers coordinate their grouping practices (option B) or employ similar presentation methods and teaching styles (option D). With regard to option C, communicating learning expectations with parents is irrelevant to how well the two teachers are coordinated.
Now you are ready to answer the second question.

2. The teachers wish to ensure that their unit will proceed smoothly. They can most likely achieve this goal by using which of the following strategies?

A. Create a plan before the unit begins specifying the learning activities that will occur in each teacher’s classroom each day
B. Make arrangements to meet on a regular basis to discuss how the unit is progressing and to address any issues that may arise
C. Identify before the unit begins any teacher tasks that will need to be performed during the unit and assign each task to a teacher
D. Make arrangements to collaboratively create all lesson plans that will be used in both classrooms throughout the unit

Suggested Approach

Again, carefully consider the information presented in the stimulus, and then read the second question, which focuses on the principles of effective collaboration in an interdisciplinary teaching situation. Ongoing communication is essential so that the teachers can share information about and identify ways to address such issues as unanticipated directions students’ interests have taken, concepts students are having trouble with, and so forth. Establishing a regular meeting schedule to discuss progress and make necessary adjustments (option B) is an effective means of ensuring that such communication will occur. Therefore, option B is the single best answer.

None of the other strategies listed would facilitate the ongoing exchange of information necessary to address issues that arise as the unit proceeds. Because teachers are unlikely to accurately predict the specific issues that will arise during a unit, brainstorming teacher responses prior to beginning the unit (option A) would most likely be an inefficient use of planning time. Jointly creating all lesson plans in advance (option D) would not allow the flexibility necessary to adapt activities and lessons to changing circumstances and would also require a large and unnecessary investment of the teachers’ time. While identifying and assigning specific teacher roles ahead of time (option C) might increase efficiency, it would not enhance the teachers’ ability to address student learning issues effectively as they arise.
Practice Questions

This section presents some sample questions for you to review as part of your preparation for the assessment. You will probably find it helpful to simulate actual testing conditions. A correct answer and a rationale for each sample test question can be found in the section following the sample questions.

Keep in mind that the test you take at an actual administration will have different questions, although the proportion of questions in each subarea will be approximately the same. You should not expect the percentage of questions you answer correctly in these practice questions to be exactly the same as when you take the test at an actual administration, since numerous factors affect a person’s performance in any given testing situation.

The sample questions are included to illustrate some of the formats and types of questions you will see on the test; however, your performance on the sample questions should not be viewed as a predictor of your performance on the actual test.
Directions: Each of the questions or incomplete statements below is followed by four suggested answers or completions. Select the one that is best in each case.

1. Which of the following techniques is likely to be most successful in helping learners with intellectual disabilities to retain previously acquired skills?
   A. Scheduling frequent peer tutoring sessions
   B. Acknowledging appropriate behavior regularly
   C. Providing periodic review of lessons
   D. Allowing longer independent practice periods

   Answer and Rationale

2. To promote the transfer of word-attack skills to newspaper reading, a middle school teacher of students with mild intellectual disabilities is most likely to
   A. prepare teacher-made newspaper articles for the students to read.
   B. select articles from the local newspaper for the students to read.
   C. develop writing exercises using words from the curriculum.
   D. prepare worksheet exercises based on single sentences from newspaper articles.

   Answer and Rationale
3. Leila is a 9-year-old fourth-grader who currently receives special education services under the category of other health impaired. She often acts impulsively and frequently leaves her seat to roam around the classroom.

Which of the following best describes a shaping technique a teacher should use to help Leila control her impulse to wander around the classroom?

A. Allowing Leila to move freely around the classroom for one minute every half hour
B. Reinforcing Leila’s behavior every time she successfully approximates the goal of remaining seated for a targeted amount of time
C. Reminding Leila that she will lose a classroom privilege whenever she leaves her seat to walk around
D. Removing tokens from Leila’s class bank account each time she gets out of her seat without permission

Answer and Rationale

4. Fariq is a fourth-grade student with specific learning disabilities in mathematics calculation and problem solving. Which of the following is a method of curriculum-based assessment in mathematics that is appropriate for a teacher to use for Fariq?

A. Using Response to Invention (RTI) to compare Fariq’s progress to that of his peer groups
B. Using objectives from Fariq’s IEP to evaluate his progress and adapt instruction
C. Using standardized assessments to track Fariq’s progress in the school district’s curriculum
D. Using an IQ test to determine whether Fariq is making adequate yearly progress

Answer and Rationale
5. Alicia is an 8-year-old bilingual student with learning disabilities. Which of the following would her special education teacher find most useful to determine skill levels for beginning instruction?

   A. The history of her school attendance
   B. Results of tests given to her in her native language
   C. Her grades from the previous school year
   D. Data on her socioeconomic background

   **Answer and Rationale**

6. The mission statement for a certain elementary school states that positive growth occurs when diverse student bodies work together and help one another reach instructional goals.

   Which of the following educational practices is most likely to be used at the school to foster the full inclusion of students with disabilities?

   A. Homogeneous grouping
   B. Looping
   C. Heterogeneous grouping
   D. Tracking

   **Answer and Rationale**
7. Students with learning disabilities typically can benefit most from whole-language instruction if it is combined with direct instruction in

- A. auditory comprehension.
- B. phonics and word recognition.
- C. visual-motor integration.
- D. visual memory.

**Answer and Rationale**

8. Jen, a sixth-grade student, receives special education services under the category of specific learning disability. Jen’s IEP states that written assignments will be completed using word processing and speech recognition software.

Which of the following is the best strategy for a teacher to use to promote successful use of assistive technology?

- A. Limiting the amount of written homework
- B. Providing software for home use
- C. Assigning keyboarding homework
- D. Allowing choice of topic for written assignments

**Answer and Rationale**

9. Mary is a seventh-grade student who has a specific learning disability (SLD). Her mathematics achievement score indicates that she has a stanine of 9. Which of the following mathematics classes is most appropriate for Mary?

- A. Remedial mathematics
- B. Functional mathematics
- C. Standard mathematics
- D. Advanced mathematics

**Answer and Rationale**
10. Shania is a tenth-grade student classified with a specific learning disability (SLD). She receives direct reading instruction in decoding skills to facilitate recognition of vocabulary words. Shania’s instruction represents

A. a remedial approach.
B. a compensatory approach.
C. a metacognitive strategy.
D. scripted reading instruction.

**Answer and Rationale**

11. In full-inclusion settings, the most appropriate role for the special education teacher is to

A. plan instruction with the general education teacher and co-teach all students in the class.
B. serve as an instructional assistant to the general education teacher.
C. observe the general education teacher at least once a week in order to discuss teaching strategies that seem to work well.
D. manage the behavior of the students receiving special education while the general education teacher presents academic content.

**Answer and Rationale**

12. As an intervention, response cost is best suited for which of the following purposes?

A. Improving students’ understanding of directions
B. Increasing the speed of student’s performance in mathematics
C. Decreasing the incidence of angry outbursts by students
D. Decreasing excessive competitiveness among students

**Answer and Rationale**
13. Trish is a sixth-grade student who is diagnosed with autism. She has difficulty maintaining eye contact and makes impulsive comments during lessons. Which of the following behavioral strategies would best help Trish?

A. Assigning Trish a peer buddy to help her keep on task
B. Providing Trish a visual menu of appropriate behaviors
C. Seating Trish next to the window so she can look outside
D. Giving Trish high-interest, low-reading-level assignments

**Answer and Rationale**

14. On the basis of such cases as *Hudson v. Rowley* (1982), the courts determined that “appropriate education” means that

A. students will have all the resources and related services needed to fulfill their potential.
B. services that maximize achievement will be provided to students as long as the cost is not prohibitive.
C. learners with disabilities will have the opportunity to achieve commensurate with peers.
D. interpreters will be provided for all deaf students.

**Answer and Rationale**

15. An Individualized Education Program (IEP) must include which of the following components?

A. The present levels of academic achievement and functional performance
B. A record of past student performance
C. A description of the student’s intellectual functioning
D. Suggestions for parental involvement

**Answer and Rationale**
16. Under the provisions of IDEA, an Individualized Family Service Plan (IFSP) for a 2-year-old child is most likely to include

A. a budget for early-intervention services.
B. plans for making the transition into preschool.
C. techniques for the family to use in introducing academic subjects.
D. a recommendation of counseling for the child’s siblings.

Answer and Rationale

17. Using a student’s classwork as a means to evaluate progress and adapt instruction is known as

A. curriculum-based assessment.
B. standardized achievement testing.
C. summative assessment.
D. guided practice.

Answer and Rationale

18. Which of the following is an accurate statement about what IDEA requires for any IEP?

A. The IEP must include a multiyear outline of instructional objectives.
B. The IEP must include a section on assistive devices, regardless of the nature or degree of the student’s disability.
C. The IEP must be in effect before special education services or related services are provided.
D. The IEP must not be made available to any school personnel except special education teachers.

Answer and Rationale

Note: After clicking on a link, right click and select "Previous View" to go back to original text.
19. Jodeen is a 7-year-old who has been evaluated and found to have a mild-expressive language delay. Her hearing is normal, and her functioning in all areas other than expressive language is age appropriate. Which of the following placements would be most appropriate for Jodeen?

A. A self-contained special education class with speech and language services  
B. A part-time placement in a resource room for developmental and oral reading  
C. A full-time general education placement with speech and language services  
D. A full-time general education placement with an emphasis on reading support

**Answer and Rationale**

20. Which of the following statements best defines the ecological perspective on emotional and behavioral disorders?

A. Poisons in the physical environment cause emotional and behavioral disorders.  
B. Emotional and behavioral disorders involve interactions between a student and a student’s social environment.  
C. Students with emotional and behavioral disorders need exposure to an ever-broadening social environment.  
D. Inclusion settings are less beneficial for students with emotional and behavioral disorders than for students with other types of disabilities.

**Answer and Rationale**

21. Which of the following is an example of functional language training for a student who is nonverbal?

A. Rewarding the student for making a vocalization approximating a sound made by the teacher  
B. Rewarding the student for any vocalization made while looking at the teacher  
C. Drilling on bilabial sounds so the student can say “mama”  
D. Drilling the student on pointing to the sink when he or she wants a drink of water

**Answer and Rationale**
22. Which of the following is a nondegenerative disorder that affects motor function as a result of brain injury that occurred before, during, or shortly after birth?

A. Multiple sclerosis
B. Cerebral palsy
C. Muscular dystrophy
D. Cystic fibrosis

**Answer and Rationale**

23. Which of the following supports is most likely to help Beth, a middle school student with autism, be successful in her new placement?

A. Allowing Beth to attend school for a half-day for the first month
B. Providing Beth with a visual schedule of daily activities
C. Taking Beth on a tour of the school so that she can become familiar with the layout of the classrooms
D. Providing Beth with time away from her classmates when she has an outburst

**Answer and Rationale**

24. The teachers in a third-grade inclusion classroom have students who read on many different levels. To be sure all students have access to the curriculum, the teachers must differentiate reading instruction.

Which of the following will best allow the teachers to differentiate reading instruction?

A. Guided reading
B. Literature circles
C. Shared read-alouds
D. Book clubs

**Answer and Rationale**

*Note: After clicking on a link, right click and select "Previous View" to go back to original text.*
25. A well-made teacher-developed test is generally preferred to a standardized achievement test when measuring learning mastery because it

A. is more likely to yield a true score.
B. has higher interrater reliability.
C. allows for comparison among students to each other.
D. has better content validity.

**Answer and Rationale**

26. Which of the following is the best rationale for using task analysis in instructing students with disabilities?

A. Instruction is delivered in steps that are easily achievable and that promote student success
B. Students can eventually learn to analyze assigned tasks themselves
C. Students learn classification skills by identifying similar aspects of different kinds of tasks
D. Instruction can be delivered effectively to many students at once without the need for individualization

**Answer and Rationale**
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<thead>
<tr>
<th>Question Number</th>
<th>Correct Answer</th>
<th>Rationale</th>
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<tbody>
<tr>
<td>1</td>
<td>C</td>
<td><strong>Option C is correct.</strong> Once a skill has been mastered, the teacher can best assure its retention by providing additional meaningful learning situations in which the student can recall and use the skill.</td>
</tr>
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<td>2</td>
<td>B</td>
<td><strong>Option B is correct.</strong> One component of successful transfer of learning is the similarity between the situation through which a skill is learned and the situation on which a skill is learned, and the situation to which the skill is to be applied.</td>
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<td>3</td>
<td>B</td>
<td><strong>Option B is correct.</strong> Because shaping involves choosing close approximations and reinforcing successive approximations to the target each time and reinforcing successive approximations to the target each time the desired behavior occurs. Option A is incorrect because allowing movement breaks is not a shaping technique, but rather an example of inadvertently reinforcing nondesired behaviors. Option C is incorrect as using a reprimand is an example of punishment, not shaping. Option D is incorrect because taking away classroom privileges is an example of using a response cost strategy instead of shaping.</td>
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<tr>
<td>4</td>
<td>B</td>
<td><strong>Option B is correct.</strong> Because by focusing on Fariq's work in class and on the objectives spelled out in his IEP, the teachers are assessing Fariq in the context of the current curriculum. If Fariq is not making adequate yearly progress in achieving his IEP objectives, his teachers can use curriculum-based assessments as the basis for modifying or adapting instruction. Option A is incorrect because RTI is not used to compare students with one another. Option C is incorrect because standardized assessments are not specifically designed for individual students and are not likely to be sufficient when assessing Fariq. Option D is incorrect because an IQ test is not used to determine adequate yearly progress.</td>
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<tr>
<td>5</td>
<td>B</td>
<td><strong>Option B is correct.</strong> The information provided by the tests will best help her special education teacher determine where to begin instruction. Options A, C, and D will not provide the appropriate information needed for knowing where to begin instruction.</td>
</tr>
<tr>
<td>6</td>
<td>C</td>
<td><strong>Option C is correct.</strong> Heterogeneous groups are made up of students with diverse abilities and are helpful in including students with special needs. Option A is incorrect because homogeneous groups cluster students with similar abilities and do not promote inclusion. Option B is incorrect because looping refers to when a teacher follows the same class from one grade to the next. Option D is incorrect because tracking refers to grouping students in courses that reflect the differences in the students’ prior learning.</td>
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<tr>
<td>7</td>
<td>B</td>
<td><strong>Option B is correct.</strong> Most students with a learning disability require direct instruction in phonics and word recognition. Options A, C, and D are incorrect because auditory comprehension, visual-motor integration, and visual memory are not generally needed by students with learning disabilities.</td>
</tr>
<tr>
<td>8</td>
<td>B</td>
<td><strong>Option B is correct.</strong> The student will be able to practice using the same programs at school and at home, thus reinforcing her writing skills. Option A is incorrect because limiting homework does not help her to use the writing programs. Option C is incorrect because although typing practice is useful, it does not help her to use the programs, one of which is voice recognition software and does not require typing. Option D is incorrect because the accommodation of choice will not promote more successful use of assistive technology.</td>
</tr>
<tr>
<td>9</td>
<td>D</td>
<td><strong>Option D is correct.</strong> Mary’s achievement score indicates high mathematical ability; 9 is the highest possible stanine score. On the basis of the information presented, the most appropriate placement is the advanced class. None of the other choices are appropriate for her high mathematical ability. Despite her learning disabilities, it is entirely possible that she could, perhaps with support, undertake an advanced class in an area of strength.</td>
</tr>
<tr>
<td>Question Number</td>
<td>Correct Answer</td>
<td>Rationale</td>
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<tr>
<td>10</td>
<td>A</td>
<td><strong>Option A is correct.</strong> Remedial instruction is one-on-one or small-group instruction that focuses on the needs of the individual student.</td>
</tr>
<tr>
<td>11</td>
<td>A</td>
<td><strong>Option A is correct.</strong> In inclusion settings, an appropriate role for the special education teacher is as a co-teacher with the general education teacher. The special education teacher should not be the assistant to the general education teacher, so option B is not correct. While the special education teacher may observe the general education teacher and offer recommendations on working with classified students, the special education teacher acts as a collaborating professional, not as an evaluator, so option C is not correct. Option D is not correct because, although the special education teacher may have primary responsibility for behavior management with certain special education students, the teachers should share responsibility for both behavior management and academic content.</td>
</tr>
<tr>
<td>12</td>
<td>C</td>
<td><strong>Option C is correct.</strong> Response cost needs to be tied to the occurrence of a specific, observable behavior. The behaviors that are identified in options A, B, and D would not benefit from the use of response cost.</td>
</tr>
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<tbody>
<tr>
<td>13</td>
<td>B</td>
<td><strong>Option B is correct.</strong> Using a visual reminder can increase appropriate behavior. Option A is not correct because a peer buddy should not be given the task of keeping another student on task. Option C is not correct because seating Trish next to the window is not an appropriate strategy. Option D is not correct because giving Trish high-interest, low-interest level assignments is not related to the behavior.</td>
</tr>
<tr>
<td>14</td>
<td>C</td>
<td><strong>Option C is correct.</strong> IDEA states that each student must be placed in the least restrictive environment in which the unique needs of that student can be met.</td>
</tr>
<tr>
<td>15</td>
<td>A</td>
<td><strong>Option A is correct.</strong> A is correct because the present levels of academic achievement and functional performance must be included in an IEP as mandated in IDEA.</td>
</tr>
<tr>
<td>16</td>
<td>B</td>
<td><strong>Option B is correct.</strong> According to IDEA, the IFSP must include plans for making the transition from early-intervention services into preschool. Option A is not correct because IFSPs do not include budgets. Options C and D are not correct because they are optional and are not likely to be documented in an IFSP.</td>
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<tr>
<td>17</td>
<td>A</td>
<td><strong>Option A is correct.</strong> All student work reflects the curriculum; thus, the assessment is curriculum based. Option B is incorrect because standardized tests compare students’ data with those of other students in the same age-group. Option C is incorrect because summative assessments are used to determine whether the student is meeting the curriculum requirements; they are not used to guide instruction. Option D is incorrect because guided practice is a teaching strategy used to provide instruction, not evaluate progress.</td>
</tr>
<tr>
<td>18</td>
<td>C</td>
<td><strong>Option C is correct.</strong> According to IDEA, an IEP must be in effect before special education and related services are provided to an eligible student. None of the other choices are required. The objectives in an IEP are ordinarily for a single year, so option A is not correct. Option B is not the correct answer because what IDEA requires is that an IEP include a statement of the services and aids to be provided to the child. For some students with disabilities, the services will include assistive devices, but many students with disabilities do not require such devices. Although special education teachers certainly have access to their students’ IEPs, IDEA requires that regular education teachers and other service providers who are responsible for implementing a student’s IEP have access to it as well, so option D is not the correct answer.</td>
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<tr>
<td>Question Number</td>
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<tr>
<td>19</td>
<td>C</td>
<td><strong>Option C is correct.</strong> Since Jodeen’s functioning is age appropriate in most respects, it is probable that she could work at the level of the class in a general education setting as long as she is provided with appropriate support services to address her expressive language deficit. There is no clear justification for a full-time special education setting, as in option A, as the initial placement for a young student with a very specific expressive language delay and no other disability. There is no evidence that Jodeen needs support for reading, so options B and D are not correct. Back to Question</td>
</tr>
<tr>
<td>20</td>
<td>B</td>
<td><strong>Option B is correct.</strong> The ecological perspective emphasizes the importance of interactions between the student and the student’s environment in emotional and behavioral disorders. Option A is not correct; the ecological perspective on emotional and behavioral disorders does not refer to the influence of toxins in the physical environment. Neither option C nor D defines the perspective. Back to Question</td>
</tr>
<tr>
<td>21</td>
<td>D</td>
<td><strong>Option D is correct.</strong> Functional language training involves giving children a means of influencing and interacting with the environment. Teaching children to make sounds or imitate words in isolation does not fulfill the goal of functional language training. Back to Question</td>
</tr>
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<tr>
<td>22</td>
<td>B</td>
<td><strong>Option B is correct.</strong> Options A, C, and D are not correctly defined in the question.</td>
</tr>
<tr>
<td>23</td>
<td>B</td>
<td><strong>Option B is correct.</strong> Because research has indicated that children with autism prefer routines and structure in daily academic life. Using the visual schedule would help Beth anticipate the routine and become more accustomed to the new environment. Option A is not correct because reducing a child's school attendance to a half-day would not help her adjust to the new environment. Option C is not correct because taking Beth on a tour of the school would be useful but is not a long-term support like a visual schedule is. Option D is not correct because providing time away would not help Beth adjust to her school. Instead, time away would limit interactions with peers and teachers, which would inhibit the adjustment process.</td>
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<tr>
<td>24</td>
<td>A</td>
<td><strong>Option A is correct.</strong> Guided reading allows teachers to work with small groups of students while focusing on the students’ levels and differentiating instruction while working within the groups. Option B is incorrect because a literature circle allows the students to choose books based on their interests rather than their reading levels, and because the students are more independent. Option C is incorrect because a read-aloud helps the teacher to model or share a book with students, but does not focus on their reading levels. Option D is incorrect because a book club is similar to a literature circle, where students choose their books and work more independently within their interest-based group.</td>
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<tr>
<td>25</td>
<td>D</td>
<td><strong>Option D is correct.</strong> “Learning mastery” generally refers to those lessons taught in the classroom. A teacher-developed test is more likely than a standardized achievement test to assess students’ mastery of those lessons, and, therefore, to have better content validity.</td>
</tr>
<tr>
<td>26</td>
<td>A</td>
<td><strong>Option A is correct.</strong> It provides two key justifications for the use of task analysis. Option B is incorrect because, although the skill it describes is a possible benefit of using task analysis, it is not the basic rationale for the use of task analysis. Option C is not correct because the learning of classification skills is not a primary object of task analysis. Option D is not correct because individualization of instruction is always important in instructing students with disabilities.</td>
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## Study Plan Sheet

<table>
<thead>
<tr>
<th>Content covered</th>
<th>Description of content</th>
<th>How well do I know the content? (scale 1–5)</th>
<th>What resources do I have/need for studying this content?</th>
<th>Where can I find the resources I need?</th>
<th>Date planned to study this content</th>
<th>Date completed</th>
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**Note:** After clicking on a link, right click and select "Previous View" to go back to original text.
Preparation Resources

The resources listed below may help you prepare for the GACE assessment in this field. These preparation resources have been identified by content experts in the field to provide up-to-date information that relates to the field in general. You may wish to use current issues or editions to obtain information on specific topics for study and review.

Resources


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**Online Resources**

Assistive Technology: Strategies, Tools, Accommodations and Resources — www.atstar.org


Council for Exceptional Children, Ethical Principles & Practice Standards — www.cec.sped.org/Standards/Ethical-Principles-and-Practice-Standards

Georgia Department of Education — www.doe.k12.ga.us


Partners Resource Network — www.partnerstx.org


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